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ABSTRACT

In fall 1994, College of the Canyons (COC), in California, conducted a survey of all 380 faculty, staff, and administrators to determine their attitudes toward and experiences at the college. The survey rate was 31.8%, with 121 responses and results were compared to findings from a spring 1994 survey completed by 545 students for a 30.8% response rate. Study findings included the following: (1) while all administrators and nearly 90% of the faculty believed diversity was a good thing for COC, only 84% of staff and 79% of students agreed; (2) 50% of faculty, 58% of staff, and 47% of students believed that promoting diversity leads to the admission of too many underprepared students; (3) 86.3% of faculty, 88.2% of administrators, 80% of staff, and 77% of students agreed that COC had achieved a positive climate for diversity; (4) while 60% of faculty and 85% of administrators disagreed that affirmative action leads to the hiring of less qualified faculty and staff, 64% of staff and 56% of students agreed; (5) for all groups, the most commonly cited discrimination was that based on race/ethnicity or gender, while the least commonly cited was that based on sexual orientation and disability; (6) 44.5% of faculty, 33.8% of staff, and 83.4% of administrators reported that they had participated in an organized diversity activity in the past year; and (7) 22.5% of faculty pointed to a scarcity of qualified minority candidates as a major obstacle to increasing diversity, compared to 3% of staff and 16.7% of administrators. Responses to open-ended questions are included. The survey instrument is attached. (KP)

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Campus Climate Faculty/Staff/Administrator Survey

COLLEGE OF THE CANYONS

JC 950 445

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College of the Canyons
SANTA CLARITA COMMUNITY COLLEGE DISTRICT

Campus Climate
Faculty/Staff/Administrator
Survey

by

Nancy J. Mattice
Office of Institutional Development

May 1995

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CAMPUS CLIMATE SURVEY

Faculty/Staff/Administrator Survey

With direction from the Student Equity Team, the college carried out a Campus Climate Survey of its student body in spring 1994. The results of the student survey were presented to the Student Equity Team in a report entitled Campus Climate Survey (July 1994). During a discussion of the results in Fall 1994, the group asked that a similar survey be carried out of faculty, staff and administrators.

Survey Administration

The survey instrument was adapted from surveys of faculty and staff carried out at UCLA in Fall 1990 (A.W. Astin, J.G. Trevino and T.L. Wingard, The UCLA Campus Climate for Diversity, Higher Education Research Institute, UCLA, March 1991). A copy of the survey instrument used by the college and its cover letter are enclosed in the Appendix.

The surveys were placed in the mailboxes of each faculty, staff and administrator in mid-November. Name labels were placed on the cover letter of each survey to avoid placing identifying information on the survey instrument. Completed surveys were returned to the Office of Institutional Development where data entry was carried out, converting survey responses into machine-readable format.

Sampling and Response Rate

Survey instruments were given to all 380 faculty, staff and administrators. The response rate was 31.8 percent, with 121 responses. The response rate by employee classification follows:

	Sent	Returned	Rate
Full-Time Faculty	63	35	55.6%
Part-Time Faculty	189	39	20.6%
Classified Staff	88	30	34.1%
Adult Hourly	27	6	22.2%
Administrators	13 *	7	53.8%
TOTAL	**380**	**121**	**31.8%**

* The Director of the Employee Training Institute was included in the distribution of surveys.

In presenting data from this survey by employee group, the responses of part-time and full-time faculty and the teaching and non-teaching faculty were collapsed into one faculty category. The adult hourly employees were collapsed into the classified staff category. This created three employee groups: faculty, classified staff and administrators.

The response rate by racial/ethnic groups follow:

	Sent	Returned	Rate
White	309	107	34.6%
Asian/Pacific Islands	11	2	18.2%
Latino/Hispanic	28	6	21.4%
African American	11	3	27.3%
Native American	1	1	100.0%
Unknown	20	-	-
TOTAL	**380**	**121**	**31.8%**

Given the lower response rates by staff/faculty/administrators from historically underrepresented groups, the results were differentially weighted to compensate for these differences. Specifically, we took the total number from each racial/ethnic group currently employed by the college and divided it by the total number of respondents from this group. The weights used for each group follow:

	Employees	Survey Respondents	Weight
White	309	107	2.9
Asian/Pacific Islands	11	2	5.5
Latino/Hispanic	28	6	4.7
African American	11	3	3.7
Native American	1	1	1.0
Unknown	20	-	-
TOTAL	**380**	**121**	

All the percentages reported from the Faculty/Staff/Administrator Survey are weighted percentages.

Student Survey

Since comparative information is provided in this report from the student survey, we present this summary about the data gathering and analysis process used. The student survey was carried out in spring 1994. One thousand seven hundred and seventy surveys (1,770) were mailed to students during the fourteenth week of the semester and 545 responses were received, or 30.8 percent. The students surveyed consisted of all disabled students and all members of underrepresented racial/ethnic groups and a sampling of the white and Asian population. A total of 524 respondents had attended the college for two or more semesters. The student analysis is based upon the responses of these continuing students.

Since minorities were oversampled, the results were differentially weighted to compensate for the sampling bias. All the percentages reported for student responses in this report are weighted percentages. Please refer to Campus Climate Survey (July 1994) for a complete discussion of the weighting procedure used for the student survey.

Section I: Questions Common to Both Surveys

There were three sections of the Faculty/Staff/Administrator Survey that were nearly identical to the questions contained in the student survey. They were entitled: attitudes, experiences at COC, and possible solutions. The tables that follow report results separately for each of the four groups:

Group	Number of Respondents
Students	524
Faculty	76
Classified Staff	36
Administrators	7

All results for these populations consist of weighted percentages.

The responses to 16 questions concerning attitudes on diversity issues are summarized in Table 1.

Table 1.
Attitudes on Diversity Issues

Statement	Percent agreeing "strongly" or "somewhat" Students	Faculty	Classified	Administrators
Diversity is good for COC and should be actively promoted by students, staff, faculty and administrators.	78.8%	89.1%	83.5%	100.0%
COC is placing too much emphasis on achieving diversity.	49.1%	31.3%	57.5%	0.0%
One problem with pursuing the goal of diversity is the admission of too many underprepared students	47.1%	50.2%	57.5%	15.0%
Emphasizing diversity leads to campus disunity/segregation	45.2%	39.1%	36.9%	0.0%

Statement	Percent agreeing "strongly" or "somewhat" Students	Faculty	Classified	Administrators
Affirmative action leads to the hiring of less qualified faculty and staff	56.0%	39.6%	64.2%	15.0%
The current emphasis on Western Civilization and culture in the curriculum at COC should not be diluted by adding other perspectives	47.2%	25.0%	33.0%	0.0%
The COC administration *should be* genuinely committed to promoting respect for and understanding of group differences at COC	82.2%	96.1%	92.7%	100.0%
The COC administration *is* genuinely committed to promoting respect for and understanding of group differences at COC	77.8%	89.8%	81.6%	90.0%
The COC faculty *should be* genuinely committed to promoting respect for and understanding of group differences at COC	N/A	96.1%	92.7%	100.0%
The COC faculty *are* genuinely committed to promoting respect for and understanding of group differences at COC	N/A	88.4%	87.0%	75.0%
The COC staff *should be* genuinely committed to promoting respect for and understanding of group differences at COC	N/A	97.4%	89.9%	90.0%

Statement	Percent agreeing "strongly" or "somewhat" Students	Faculty	Classified	Administrators
The COC staff *are* genuinely committed to promoting respect for and understanding of group differences at COC	N/A	87.3%	75.0%	70.6%
The percentage of minority faculty and staff should reflect the percentage of minority students at COC	29.7%	33.0%	31.2%	100.0%
In order to "fit in" at COC, I often feel I need to change some of my personal characteristics (e.g., language, dress)	16.8%	8.5%	20.2%	35.3%
The COC student body adequately reflects the cultural diversity of the Santa Clarita Valley	68.7%	77.8%	84.0%	70.6%
COC has achieved a positive climate for diversity	77.2%	86.3%	80.2%	88.2%

There does not seem to be widespread consensus among all segments of the college community that diversity is a good thing for College of the Canyons and that it should be actively promoted by all members of the COC community. While all administrators and nearly 90 percent of the faculty believe it to be true, only 84 percent of the classified staff and 79 percent of the students agree with the statement. When asked whether the COC administration is genuinely committed to promoting respect for and understanding of group differences, the progression of responses is the same -- with the administration and faculty responses being similarly high (90%), followed by classified staff (82%) and students (78%). Students are most likely to question the administration's commitment (22%) whereas faculty are least likely to question it (10%).

Half of the faculty and 58% of the classified staff believe that promoting diversity leads to the admission of "too many" underprepared students. A slightly smaller percentage of the students agree (47%).

Over 86 percent of the faculty and 88 percent of the administration believe that COC has achieved a positive climate for diversity, a view shared by only 77 percent of the students and 80 percent of the classified staff. There is also some division of opinion about the student body: while only 69 percent of the students feel that the student body adequately reflects the cultural diversity of

the Santa Clarita Valley, 78 percent of the faculty and 84 percent of the classified staff agree. While sizable majorities of the faculty (60%) and administration (85%) respondents disagree that affirmative action leads to the hiring of less qualified faculty and staff, a majority of the classified staff (64%) and student (56%) respondents agree that affirmative action is harmful to the quality of the faculty and staff. Nearly half of the students and 58 percent of the classified staff feel the college is placing "too much emphasis" on diversity, as compared to 31 percent of the faculty and none of the administration. These negative views of diversity are more evident among students and classified staff.

About 45 percent of the students, 39 percent of the faculty and 37 percent of the classified staff believe that emphasizing diversity leads to campus disunity and/or segregation.

What does this suggest about how the COC community views the issue of diversity? First and foremost is the finding that student opinions are more closely similar to the views held by the classified staff than they are to faculty or administration opinions. This is evident in the finding that all of the administration and nearly 90 percent of the faculty support the concept of diversity, whereas fewer of the student body and classified staff do. There is also considerable difference of opinion within the college community about the impact of pursuing diversity on the quality of students admitted and the quality of faculty and staff who are hired. So, substantial numbers of those who support diversity still believe that the college pays a heavy price for pursuing the goal.

Table 2 summarizes the responses of students, faculty, staff and administrators to a series of seventeen experiences at the college.

Table 2.
Experiences with Diversity

Experience	Percent reporting experience "frequently" or "occasionally" Students	Faculty	Classified	Administrators
Been treated rudely by COC				
Faculty	5.7%	4.0%	36.7%	15.0%
Staff	10.1	1.3	17.4	0.0
Administrators	6.7	5.3	24.5	0.0
Students	10.8	22.9	25.5	0.0
Been discriminated against by:				
Faculty	3.2%	8.8%	13.2%	0.0%
Staff	3.5	2.6	7.3	0.0
Administrators	1.9	6.6	14.6	0.0
Students	5.4	1.3	0.0	0.0

Experience	Percent reporting experience "frequently" or "occasionally" Students	Faculty	Classified	Administrators
Been discriminated against because of my:				
Race/ethnicity	4.7%	4.8%	13.6%	0.0%
Gender	3.3	5.3	23.0	15.0
Sexual orientation	0.8	1.3	0.0	0.0
Disability	2.1	0.0	2.9	0.0
Religion	0.8	6.6	2.9	0.0
Age	4.6	2.6	21.7	0.0
Have felt pressure from members of my own racial/ ethnic group not to socialize with or date members of other racial/ethnic groups	2.9%	2.6%	9.4%	0.0%
Have felt ostracized by my own racial/ethnic group because I chose not to participate in activities related to my own group	1.4%	1.3%	3.9%	0.0%
Been harassed because of my:				
Race/ethnicity	2.9%	0.0%	2.8%	0.0%
Gender	2.2	5.2	11.3	15.0
Disability	2.2	0.0	0.0	0.0
Sexual orientation	1.3	0.0	0.0	1.1
Religion	1.2	2.6	2.8	0.0
Age	1.3	1.3	4.7	0.0
Seen racist, anti-gay/ lesbian, or sexist graffiti in COC facilities (i.e., bathroom walls, buildings)	16.8%	20.4%	17.0%	45.0%
Heard insensitive or disparaging comments about racial/ethnic minorities by:				
Faculty	1.4%	8.7%	7.8%	45.0%
Staff	1.2	10.0	23.3	30.0
Administrators	0.7	2.6	2.9	15.0
Students	19.4	30.0	29.1	45.0

Experience	Percent reporting experience "frequently" or "occasionally" Students	Faculty	Classified	Administrators
Heard insensitive or disparaging comments about women by:				
Faculty	3.3	8.7%	10.7%	45.0%
Staff	1.1	6.1	5.8	30.0
Administrators	0.0	5.2	2.8	30.0
Students	15.6	17.4	26.2	45.0
Heard insensitive or disparaging comments about people with disabilities by:				
Faculty	0.8%	2.6%	7.5%	0.0%
Staff	0.2	3.5	14.2	0.0
Administrators	0.3	1.3	4.7	0.0
Students	7.7	5.2	11.3	0.0
Heard insensitive or disparaging comments about gays and lesbians by:				
Faculty	2.1%	7.5%	7.8%	15.0%
Staff	1.1	6.2	11.7	15.0
Administrators	0.4	1.3	7.4	15.0
Students	26.5	26.9	14.6	15.0
Been present at COC-affiliated events where the following groups were portrayed in a *positive* manner:				
Racial/ethnic minorities	24.0%	76.8%	83.5%	70.6%
Women	22.4	74.2	86.4	70.6
People with disabilities	21.5	71.7	75.8	70.6
Gays and lesbians	11.3	40.2	32.6	0.0
Whites/Caucasians	15.6	62.6	59.1	88.2

Experience	Percent reporting experience "frequently" or "occasionally" Students	Faculty	Classified	Administrators
Been present at COC-affiliated events where the following groups were portrayed in a *derogatory* manner:				
Racial/ethnic minorities	1.7%	0.0%	9.6%	0.0%
Women	1.0	0.0	9.6	0.0
People with disabilities	0.2	0.0	5.3	0.0
Gays and lesbians	2.4	1.5	9.6	0.0
Whites/Caucasians	3.8	1.5	12.8	0.0
Seen/read material in student publications which is offensive to:				
Racial/ethnic minorities	3.4%	5.3%	18.6%	0.0%
Women	3.6	5.3	14.4	15.0
People with disabilities	1.6	0.0	8.2	0.0
Gays and lesbians	3.3	1.3	19.1	15.0
Whites/Caucasians	4.5	1.3	11.7	0.0
Seen/read material in student publications which increased my understanding of:				
Racial/ethnic minorities	27.9%	43.1%	42.5%	35.3%
Women	23.4%	33.0	34.0	35.3
People with disabilities	22.1	44.8	44.3	35.3
Gays and lesbians	17.8	20.8	26.4	35.3
Whites/Caucasians	16.5	25.0	25.5	70.6
Had a discussion about race/ ethnicity with someone from another racial/ethnic group which affected me in a:				
Negative manner*	13.5%	7.7%	14.3%	17.6%
Positive manner*	36.5	64.1	56.7	90.0
No effect*	18.7	32.1	25.6	20.0

Experience	Percent reporting experience "frequently" or "occasionally" Students	Faculty	Classified	Administrators
Had a discussion about sexism with someone of the opposite gender which affected me in a:				
Negative manner*	18.3%	19.8%	19.8%	52.9%
Positive manner*	27.1	52.1	37.5	60.0
No effect*	12.5	23.2	28.2	20.0

* Since each response (negative, positive, no effect) was answered as a separate question, the percentages in any column are independent of each other.

How frequently do members of the college community experience discrimination from others? What is the perceived basis for this discrimination? Who is the source of it? To begin with, it would appear that members of the COC community are most likely to experience discrimination based on either race/ethnicity or gender. Harassment is experienced somewhat less frequently than discrimination, although gender constitutes the most frequent bases for harassment. Age and religion appear to constitute the next most common bases for discrimination or harassment. Sexual orientation and disability are the least likely bases.

The source of discrimination is also reported in Table 2. The pattern of percentages in part reflects the sheer frequency of contact: students are more likely to experience discrimination from other students, whereas faculty are most likely to experience discrimination from other faculty. Staff are most likely to experience discrimination from faculty and administrators (some of whom may be other classified staff).

Table 2 also summarizes the frequency with which various groups heard "insensitive or disparaging comments" about racial/ethnic minorities, women, people with disabilities, and gays and lesbians. With only one exception, students were the greatest source of disparaging comments heard by students, faculty and staff.

Experiences with campus events and student publications are also summarized in Table 2. Over 70 percent of the faculty, classified staff, and administration report that they have attended campus events where racial/ethnic minorities, women, or people with disabilities were portrayed positively. Less than one-quarter of the students reported participating in such campus events.

The last items in Table 2 have to do with race/ethnicity and gender. With the exception of the student group, over 55 percent of each group have had at least occasional discussions with someone from another racial/ethnic group which affected them in a positive manner. A majority of the faculty and administration groups reported having positive discussions with someone from the opposite gender.

The two surveys contained lists of many different items under the heading of "Possible Solutions." Respondents were asked to indicate for each proposal what effect they thought it might have on the college climate for diversity: improve considerably, improve somewhat, no change, worsen somewhat, worsen considerably. Table 3 lists each of the proposals and the percentage of each group that marked either "improve considerably" or "improve somewhat" responses. In evaluating these results the reader should keep in mind that, of the minority of people who did not feel that a particular proposal would improve the climate for diversity, most checked the "no change" alternative rather than the "worsen" alternatives. In other words, most of those who do not feel that a particular proposal will improve the climate are neutral rather than opposed to it.

Table 3.
Proposals for Improving the Campus Climate for Diversity

Proposal	Percent who say proposal will improve climate "considerably" or "somewhat" Students	Faculty	Classified	Administrators
Promote more programs that recognize distinctive cultural heritages or diverse lifestyles (e.g., Black History month, Gay/Lesbian Awareness week)	41.8%	56.1%	60.2%	90.0%
Provide more awareness/ sensitivity workshops or programs to help students, faculty and staff become more aware of the needs of:				
Racial/ethnic minorities	53.9%	69.2%	68.0%	90.0%
Women	57.5	67.0	59.0	90.0
People with disabilities	61.5	74.7	75.0	90.0
Gays and lesbians	45.8	63.9	54.6	75.0
To diversify the staff and faculty, recruit and hire COC's own:				
Minority graduates	N/A	59.3%	45.0%	70.6%
Women graduates	N/A	60.2	45.0	52.9
Gay and lesbian graduates	N/A	56.0	33.0	70.6
Grads with disabilities	N/A	61.5	43.0	70.6

Proposal	Percent who say proposal will improve climate "considerably" or "somewhat" Students	Faculty	Classified	Administrators
Include service that enhances the COC climate for diversity as one of the criteria for staff and faculty evaluation	N/A	41.7%	41.0%	90.0%
Provide more growth and development opportunities to train more members of the following groups for management positions:				
Racial/ethnic minorities	49.6%	64.2%	53.0%	90.0%
Women	51.1	53.7	50.0	90.0
People with disabilities	54.8	60.9	56.0	90.0
Gays and lesbians	43.8	53.8	43.3	90.0
Encourage COC faculty to incorporate research and perspectives on:				
Racial/ethnic minorities	48.5%	70.3%	71.0%	90.0%
Women	51.7	70.8	72.0	90.0
People with disabilities	53.3	71.3	70.1	90.0
Gays and lesbians	42.0	66.2	60.8	90.0
Require all COC students to take at least one general education course that focuses on issues, research and perspectives on:				
Racial/ethnic minorities	67.6%	69.3%	62.0%	70.6%
Women	68.4	69.8	65.0	70.6
People with disabilities	64.9	64.2	65.0	70.6
Gays and lesbians	60.6	62.8	53.6	70.6
Have more regular meetings between COC administrators and faculty and representatives of student racial/ethnic groups:	56.8%	59.9%	47.0%	70.6%
Have minority students counseled only by members of their own group	14.7%	13.0%	15.0%	30.0%

Proposal	Percent who say proposal will improve climate "considerably" or "somewhat" Students	Faculty	Classified	Administrators
Have more events on-campus that bring together members of:				
Different racial/ethnic groups	80.4%	80.1%	83.5%	70.6%
Different sexual orientations	55.6	58.8	50.5	35.3
Disabled and non-disabled people	77.1	76.0	77.7	88.2
Hire more of the following groups for administrative posts:				
Racial/ethnic minorities	50.4%	50.9%	39.4%	100.0%
Women	44.3	45.9	37.2	70.6
People with disabilities	51.3	52.3	40.4	100.0
Gays and lesbians	38.1	39.0	30.9	70.6
Provide more funding for COC-affiliated:				
Racial/ethnic minority organizations	42.7%	46.6%	36.3%	35.3%
Women's organizations	41.4	43.9	37.5	35.3
Disability organizations	44.0	47.5	37.7	35.3
Gay/lesbian organizations	38.6	43.9	27.5	35.3
Create more special programs or services for:				
Racial/ethnic minorities	45.2%	46.7%	34.0%	90.0%
Women	41.1	41.5	35.1	75.0
People with disabilities	51.0	50.9	44.0	90.0
Gays and lesbians	39.1	43.9	28.9	75.0
Involve more COC students in providing tutoring for minority children	79.6%	80.7%	73.7%	100.0%
Have more art exhibits or music festivals featuring different racial/ethnic groups	77.9%	78.4%	73.8%	90.0%

Proposal	Percent who say proposal will improve climate "considerably" or "somewhat" Students	Faculty	Classified	Administrators
Bring more distinguished racial/ethnic minority educators to campus	77.8%	84.4%	57.4%	100.0%
Dedicate more of COC's faculty and staff talent to working on problems of racism/discrimination at COC and throughout the Santa Clarita Valley	70.5%	70.3%	63.8%	100.0%
Provide more financial incentives to recruit underrepresented:				
Faculty	39.3%	48.5%	14.6%	70.6%
Staff	32.9	40.2	14.6	52.9
Administrators	36.2	43.1	19.8	52.9
Include more issues of diversity in:				
Student orientation	72.5%	75.5%	65.0%	88.2%
Staff orientation	70.5	71.7	65.0	88.2
Faculty orientation	70.7	72.2	66.0	88.2

Perhaps the most important message to be gleaned from Table 3 is that there is widespread support within the college community for a variety of specific proposals for improving the campus climate for diversity. There appear to be several different thrusts implied by these proposals. First, most people at COC feel that it would be desirable to create more ways for different racial/ethnic groups to interact with each other. Second, the community is advocating many educational interventions to heighten awareness and understanding of diversity issues: greater attention to diversity issues in orientation for new students, faculty and staff, more art exhibits or music festivals featuring different racial/ethnic groups and bringing more distinguished minority educators to campus. Finally, there is strong support for increased community outreach activities: involvement of students in tutoring of minority children, and greater use of COC faculty and staff talent to work on problems of racism/discrimination at COC and throughout the Santa Clarita Valley. It is important to note that while the responses of classified staff generally showed that the majority felt these proposals would improve the campus climate, the percentage of classified staff indicating support for these proposals was generally smaller than the other three campus groups.

There are four proposals for change that seemed to divide students from others in the college community: encouraging COC faculty to incorporate research and perspectives on racial/ethnic minorities, women and people with disabilities. Substantial proportions of the faculty, classified staff and administration felt that the proposals would improve the campus climate (70 - 90 percent). Only half the student body felt that incorporating these perspectives into courses would improve the campus climate for diversity. Clearly, these are issues which merit the attention of the campus community.

Section II: Questions Exclusive to the Faculty/Staff/Administrator Survey

There were three sections of the Faculty/Staff/Administrator Survey that contained questions that were not asked on the Student Survey. The first section asked employees to supply information about their work experience, such as number of years employed at the college and whether a full-time or part-time employee. The second section contained one question, asking whether they had participated in any diversity activities in the past year. The final section, entitled "Increasing Diversity," contained questions dealing with increasing the diversity of the workforce at the college and retention and involvement of minority employees in the institution.

a. Work Information

When asked to classify the type of job they held at the college, respondents indicated the following:

Table 4.
Type of Employee

I am primarily:	Number	Percentage
Teaching Faculty	69	57.0%
Non-Teaching Faculty	7	5.8
Classified Staff	30	24.8%
Adult Hourly	6	5.0
Administrator	7	5.8%
Other/No Response	2	1.7
TOTAL	**121**	**100.0%**

The breakdown by full-time and part-time status is presented in Table 5.

Table 5.
Full-Time Versus Part-Time Employees

I work:	Number	Percentage
Full-Time	70	57.9%
Part-Time	48	39.7
No Response	3	2.5
TOTAL	**121**	**100.0%**

We ran a crosstabulation of these two variables to determine what percentage of full-time and part-time staff responded to the survey.

Table 6.
Type of Employee by Full-Time/Part-Time Status

Employee Type:	Full-Time	Part-Time	Total
Faculty	47.3% (35)	52.7% (39)	100.0% (74)
Classified Staff	77.7% (28)	22.2% (8)	100.0% (36)
Administrators	100.0% (7)	0.0% (0)	100.0% (7)
TOTAL	**70**	**47**	**117**

The final question asked employees to indicate the number of years worked at the college. The responses ranged from one-half year to 25 years, with a mean of 9.0 years and a median of 6.25.

b. Participation in Diversity Activities

Employees were asked whether they had "participated in any organized activity (conference, workshop, etc.) designed to promote sensitivity toward issues of diversity at COC" in the past year. Table 7 shows the responses by employee group.

Table 7.
Percentage of Employees Participating in an Organized Diversity Activity in the Past Year Which They Found Beneficial by Employee Group

Employee Group:	Percent Indicating: They Had Participated and Found Activity "Most" or "Somewhat Beneficial"	They Had Not Participated in Any Activity
Faculty	44.5%	54.2%
Classified Staff	33.8%	63.4%
Administrator	83.4%	16.6%
TOTAL	**43.2%**	**55.1%**

Table 7 shows the need for diversity activities geared toward classified staff. This employee group had the largest percentage of employees who indicated that they had not attended even one diversity activity in 1994. Since classified staff make up about 30 percent of all employees and often provide the only other contact a student has with the college, other than faculty, they are a primary human resource.

c. Increasing Diversity

The final section unique to the Faculty/Staff/Administrator Survey was divided into three sets of questions. The first set included two questions about the recruiting practices of departments. The second set asked employees to report on employee search procedures while the third set of questions concerned recruitment and retention of minority employees.

Table 8 shows to what extent each employee group feels that scarcity of qualified employees and insufficient interest of departments in recruitment of diverse employees was an obstacle to increasing diversity.

Table 8.
Percentage Indicating a Major Obstacle to Diversity in Department

Extent you feel each of the following is an obstacle to increasing diversity in your department:	Faculty	Classified Staff	Administrators
Scarcity of qualified:			
Racial/ethnic minorities	22.5%	3.0%	16.7%
Women	0.0	0.0	0.0
People with disabilities	24.1	8.7	16.7
Gays and lesbians	11.6	0.0	0.0
Insufficient interest in my department in finding/recruiting:			
Racial/ethnic minorities	1.4%	0.0%	14.3%
Women	1.5	0.0	14.3
People with disabilities	7.4	0.0	14.3
Gays and lesbians	6.1	0.0	14.3

The higher percentage of faculty respondents indicating that the scarcity of qualified racial/ethnic minorities (23%) and people with disabilities (24%) is a major obstacle to increasing diversity in their departments is a cause for concern. Faculty search committees may need assistance in expanding their advertising of positions to include publications which have readerships which have high concentrations of people with disabilities and racial/ethnic minorities.

The second set of questions under the "Increasing Diversity" is summarized in Table 9.

Table 9.
Percentage of Employees Agreeing "Strongly" or "Somewhat"

Item	Faculty	Classified Staff	Administrators
In its searches for new employees in the last 5 years or so, my department has made an honest effort to find qualified:			
Racial/ethnic minorities	57.5%	50.5%	100.0%
Women	54.1	45.4	90.0
People with disabilities	29.4	29.8	45.0
Gays and lesbians	22.9	18.1	45.0
For future employee searches, my department plans to make an effort to find qualified:			
Racial/ethnic minorities	44.8%	39.2%	100.0%
Women	40.1	39.2	90.0
People with disabilities	32.1	33.0	60.0
Gays and lesbians	25.0	26.8	45.0
The Division Chairs should take a more active role than they do now in furthering the recruitment, hiring, and retention of:			
Racial/ethnic minorities	33.0%	33.0%	90.0%
Women	33.9	34.0	60.0
People with disabilities	33.0	33.0	90.0
Gays and lesbians	27.5	20.2	75.0

The final set of questions are summarized in Table 10.

Table 10.
Increasing Diversity

Indicate how much you feel is being done by COC to provide the following:	Percentage Agreeing "Strongly" or "Somewhat" Faculty	Classified Staff	Administrators
Special funds/efforts for the recruitment of:			
Racial/ethnic minority faculty/staff	66.9%	67.1%	75.0%
Women faculty/staff	63.3	47.7	75.0
Faculty/staff with disabilities	47.8	57.0	35.3
Gay and lesbian faculty/staff	39.4	45.8	35.3
Competitive compensation packages for minority faculty and staff who are in demand	30.1%	50.6%	52.9%
Mentorship opportunities between:			
Junior faculty and senior faculty	59.3%	69.3%	70.6%
Junior staff and senior staff	59.7	42.9	52.9
Staff development funds and activities for retention of:			
Racial/ethnic minority faculty/staff	43.0%	62.7%	70.6%
Women faculty/staff	49.3	51.8	52.9
Faculty/staff with disabilities	37.1	55.4	40.0
Gay and lesbian faculty/staff	35.1	40.0	40.0
Special funds or release time to enhance participation of the following faculty/staff groups in professional development:			
Racial/ethnic minorities	45.1%	72.9%	75.0%
Women	48.7	61.4	75.0
Disabled	41.7	61.2	60.0
Gays and lesbians	31.8	55.4	40.0

Indicate how much you feel is being done by COC to provide the following:	Percentage Agreeing "Strongly" or "Somewhat"		
	Faculty	Classified Staff	Administrators
Encouragement of minority employee participation in *mainstream* professional activities, both within and outside the institution	62.3%	76.1%	100.0%
Encouragement of minority employee participation in *minority-specific* professional activities, both within and outside the institution	50.0%	61.4%	70.6%

Section III: Open-Ended Questions

The survey's open-ended questions provided faculty, staff and administrators with an opportunity to express their opinions and concerns regarding the issue of diversity. The first question asked respondents to provide their own suggestion(s) about what they thought could be done "to strengthen and improve the climate for diversity." The final question provided respondents with an opportunity to share any other views or ideas they may have about the issue of diversity. The comments to both questions proved to be similar and were grouped together.

a. Additional Ideas to Strengthen and Improve the Climate for Diversity

Following are nine categories with examples from the surveys to illustrate the content of each category. The number in parentheses is the case number arbitrarily given to the survey as it was returned.

1. Put more emphasis on similarities and unity.

If our goal as a nation is e pluribus unum, we need to emphasize the unity as well as the diversity. As regards hiring, hire the best qualified while looking at all candidates regardless of minority/majority status. (2)

It is important to focus on inclusion and not highlight "special interests or opportunities" for any identified group - making sure all groups are included. We don't want to polarize, i.e. "Them & Us" - special incentives, special opportunities builds resentment - Inclusion means actively involving everyone. (10)

"Diversity" is a phony issue and should be ignored. We should be treated as individuals, not as members of groups. Diversity training emphasizes differences, which encourages conflict. Efforts should instead be directed toward unifying us by highlighting what we have in common. (16)

The goal is praiseworthy, but we should be careful not to defeat the purpose, which should be to eliminate racial/ethnic categories. Instead, we need to become one people. (19)

I believe the idea of emphasizing one's ethnic differences is wrong. It was a popular exercise of the 1960's which, unfortunately, has stayed in our midst. The optimum condition of American citizens, I believe, would be to let people be themselves, therefore, getting to know people of other cultures naturally. One would see others as human beings, like themselves. I think it is wrong to have to fill out forms which ask one's race. When we become citizens of this country, we leave race behind and become Americans. Emphasizing race causes citizens to see others as different to themselves. We have become a nation of racists, in that we have become obsessed with "diversity." I believe a better program would be one of UNITY. (30)

I think unity and commonality should be stressed whether it is 1) specialness of each individual, 2) American citizenship & responsibilities of maintaining, 3) focus on study content. I think too much emphasis on diversity separates people and disunites people. (39)

Don't single out any group for special attention. We should be emphasizing our commonalities and respect for all people rather than emphasizing any one group. Such treatment tends to fragment humans into special interest groups when the goal should be to bring people together and teach respect for all. (50)

No, I feel so much is made of our differences - I feel uncomfortable about it at times. Can't we all just get along? (68)

Emphasis upon similarities as well as differences should be brought out. As human beings, we all share similar needs, feelings, concerns. Due to differences in our cultural environments, we have environmental differences as well as genetic differences. We all are unique mixtures of genes and environment, neither of which is under our control, until we are nearly adults. (74)

Multi-culturalism needs to include courses that compare cultures for their similarities and differences as well as ethnic study courses that focus primarily on their diversity. (103)

A stronger emphasis on the commonalities we share as humans living in the United States, as opposed to so much emphasis on specific cultures. Most of the people of diverse cultures are, after all, Americans - and all of us are humans. So lets teach Humanism and American (?) in a more unifying way. (110)

2. Too much emphasis is being placed on diversity.

Too much emphasis on diversity. Everyone needs to understand we are not all the same and we need to work together. Most of us do work together here at COC. (3)

We spend enough time and money on diversity. There are plenty of opportunities for everyone of every race, creed and color--it just takes effort on an individual basis. Lets get on with education!!!! (26)

Stop all the intense focus on calling something a "problem" that isn't. (29)

Not make such an issue about it. (58)

Not worrying about it! Is it a problem? A mandate of state? (60)

Diversity issues, when brought to the fore, only breed dissention and should not be pursued. Only be looking at everyone for the talents they possess, rather than their perceived differences, can we make this country and our own sphere of influence work toward greatness again. Diversity indoctrination is fracturing and drives us the other way. (70)

I think sometimes there's too much attention put on diversity and making things fair and equal. We live in an unfair world, that we all must find our place in. More emphasis, I think needs to be put on unity, rather than separateness. Sometimes, specially programs keeps the minorities separate when the intention is really the opposite. Understanding other cultures & lifestyles for me is very helpful

and enlightening, but when too many special privileges are given to one group or minority at the expense of all others it's not right. I have very mixed emotions on this subject and of course feel more sympathetic to particular minority groups - and I assume I am not alone.

I sometimes believe dwelling on diversity aggravates the issue. I personally can work with all persons. I would have a problem if I were forced to hire some based on diversity versus qualifications and experience. I believe this creates resentment. I find much joy in sharing culturally and respecting all views on culture. I don't have to agree with others nor they with me to work well together. I believe people who are prejudiced become more so if forced to change. Those who travel enjoy what we can learn and share with each other no matter where or who!! (108)

Don't make such an issue of it all. Making a concerted effort to bring in all walks of development has the potential for lowering level of competence just to accommodate them - students, I'm speaking of - mostly. Here are our guidelines - meet them or weep - humans have innate capabilities to exceed - don't lower standards for students based on background - that is demeaning in itself. Expect the best - you'll get it. (118)

First convince me there is a need. I detest the application of quota or employment by some phony standard based on your color, sex, or kinky-ness. If a profession - occupation - or student can't succeed on their background and education, but instead on an artificial and harmful promotion of their "diversity" we can do nothing but reverse our gains as a society. Hire the most qualified, promote the qualified - encourage those who are not to seek different avenues. (113)

3. More educational efforts on diversity issues (e.g. cultural workshops, seminars, special events).

BE REAL. Some of these things require commitment, true commitment. All classes should be infused with multiethnic materials/literature. Stop sending minorities to workshops about themselves and start sending individuals who lack insight into culture genre, living standards of minorities, culture uniqueness - which by the way is not always the same cookie cutter standards across the board. Educate and develop everyone such that you don't foster hard feelings from one to another colleague, and/or questions of minimum qualifications. If you consider course "Race Relations is the wave of the future--LA Basin is projected to have 138 countries and 20 million people by 2010. Your future is here both as a college and community. The best thing you can do for yourselves and our longevity is to be proactive. Start managing our resources--staff, funds, energies. (1)

I think it is also important that faculty and staff (including administrators) have many opportunities to attend seminars, workshops, etc. on campus (beyond flex) to increase knowledge of other cultures. In some cases we appear rude when we are simply ignorant. Debra Tolar does a wonderful presentation on different communication styles of ethnic groups. (4)

1) Forums - workshops that discuss inclusion - addressing our own identities - experiences. You can't embrace differences until you recognize who you are and what you bring or contribute (including our own biases). 2) Forums - workshops on how we institutionalize stereotypes and biases - and perpetuate these issues. 3) Forum - workshops on how the campus can be comfortable for everyone.

(Incentives and recruitment is fine but one here does everyone "feel" comfortable). (10)

More diversity workshops for all of staff & students together. The more communication - the more comfortable everyone will be - but we cannot allow one group to dominate. (18)

I enjoy displays about different cultures and ethnic groups that show their pride and their achievements. I also want to share that I feel prejudice starts at home with parents and other relatives teaching antiquated fears and beliefs. Also, the news feeds children with notions that other races and more apt to commit crimes. We need to fight discrimination long before college - -- I support community wide programs to "wake-up" those perpetuating prejudice. (20)

Allow for cultural events that attract students. We need a performing arts center and an audio-visual Dept. that has the staff to provide with well assisted production values. (33)

I would like to see more seminars/meetings that promote ideas of respecting people for who they are rather than what group they are from. I certainly don't get my pride from being Caucasian and am sometimes made to feel embarrassed because of what ancestors have done or what other Caucasians do. It seems that getting the groups together rather than always keeping them separate could help. We're all here together, somehow promoting unity seems positive to me. For students that have language problems - counseling should make sure that are taking too many classes which could contribute to their failure. I have seen more than a few times ESL students taking 18 units and doing very poorly. (62)

Tutoring, cultural displays, cultural activities & classes. (63)

Have each group decorate, celebrate and have educational information available to the rest of us. Everything in a positive manner. (68)

First, stop using the word "diversity"? When I heard this term, I think differences rather than likenesses. Let's have a International Food Exchange/Pot Luck with Adm., Faculty, Staff and students! Food brings everyone together! (72)

I did learn from the previous workshops that were given. The role playing and participation activities helped with the problems and situations that people face day-to-day. (72)

I would like to see people learn about other cultures from each other. We all have a lot to teach each other, if we can learn to talk and listen to each other. Communication is a universal skill and need. Most people need to learn how to do it. It doesn't just happen. (74)

Multicultural events featuring music dance and arts of other cultures. (77)

Many of our students come from fairly myopic/narrowly-focused backgrounds (primarily of caucasian descent). My experience is that the prejudices they hold have been learned and often they "open up" to alternate views after disciplined exposure to them. I therefore believe our strength focus, as always, should be in educating our students (through a variety of means such as those discussed in this survey). (79)

Ongoing educational programs and socialization between groups. (84)

Establish ongoing college liaison with community/secondary diversity activities. I'd like the college to be a leader in the community on this subject. (90)

We can begin by having the entire campus committing to improving the climate for diversity. (95)

I'd like to see more social events for students that involve a mixing of identified minority groups, rather than "ghettoizing" them into their separate groups. (99)

Continue awareness workshops. (100)

Operate in a color-blind fashion, judging people by the "content of their character, not by the color of their skin" (to quote M.L. King Jr.). If you have a faculty diversity training session, require people to read *The Disunity of America: Reflections on a Multicultural Society* by Arthur Schlessinger, prize-winning, Harvard-educated, liberal historian who served as an advisor to Pres. Kennedy. (106)

I believe speakers sharing their cultural differences is great. The Faculty Flex where different cultures studies and shared their family values re higher education and why was very beneficial to all of us. A very positive Flex. (108)

Expand and promote the world music and dance festival in the Spring, etc. (120)

4. New classes or requirements.

Yes, lots. One must distinguish between the more benign aspects of "diversity" - which can be promoted by tolerance, openness, respect and fairness especially in the classroom - and some of the more extreme manifestations, usually called multiculturalism. The educational process must be even-handed when it comes to pure status - e.g., race, sexual orientation - but actually is often in the business of challenging culture. It cannot be shackled to some agenda of "celebrating multiculturalism." I am especially wary of devoting curricular time to such an agenda. ALSO: The question about Western Civ. in #13 is loaded. One can argue for the course without resorting to cries of "dilution". BUT - pretty good survey. (24)

Increase cultural diversity classes in all departments. (82)

Bring the world into each classroom. Teach other religions and cultures. Create respect for all cultures of the globe. (83)

1. Provide curriculum that compares a variety of cultures. Make this a graduation requirement that is transferable and articulates to the university. 2. Consistently provide funds for faculty & staff inservice during the year. Inservice should reflect information needs of college personnel. 3. Write "diversity across the curriculum." 4. Let's have a P-T expert hired to get all of us moving in the right direction. Ms. Medina from Cerritos spoke at Flex a few years ago about diversity. She would be an excellent "how to" resource. (90)

Infuse curriculum with multicultural awareness information. (94)

I taught an English 080 class: Introduction to Literature class. We read 6 novels dealing with fantasy, science fiction, mystery, utopia, and horror. Tow of the six novels were written by women. Maybe one of the novels selected should have been by an African-American writer like Maya Angelou or Richard Wright. It might have given a better balance to the syllabus. (105)

If we have classes in African-American culture and Hispanic culture, then why not Italian American or Greek American or Asian/Japanese American? Where do we draw the line in trying to encompass cultural diversity in this way? It's too divisive after awhile and becomes counter productive. Some of these differences could be addressed in the form of clubs, like Mecha, rather than in the curriculum. (110)

5. Special emphasis on diversity training for classified staff.

Bringing faculty and staff together more often to discuss these issues. Really, the communication level on this campus is, on all issues, really awful. There's a caste-type system with staff relegated to lower status. However, since staff does interact year-round, 40-hours per week with students, the knowledge level of staff and the diversity training of staff, should be considered on equal level to faculty. This needs to be a priority - opening up doors, respecting staff input, teaching and training, and any means to break down all barriers. (13)

Programs need to be developed to further educate (especially classified staff) to the many racial/ethnic populations we serve. Stereotyping (mostly through ignorance) is a real problem. We need to become more sensitive to communication with other cultures. (98)

6. Hiring should be based on merit and qualifications.

I am weary of this topic and of subverting our mission - which is to promote academic excellence and encourage intellectual curiosity - by repeatedly undertaking social engineering. I want to hire faculty, administration and staff of excellence - and I want that to be the single criterion. I don't care what color they are. I want a level playing field for all colors - even whites - in hiring and promoting. Much of what is suggested here promotes limitations, aggravates racial tensions, creates divisiveness, subverts academic honesty. Let's regard individuals as such instead of stereotyping them as members of one group or another. Let's create a curriculum that honors all cultures rather than segregating them. Let's base our work on achievement and on need - not on color. (11)

Concentrate on hiring the best individuals, learning the best values, and showing the best aspects of ourselves regardless of gender, ethnicity, sexual orientation, and whatever. Enhancing the climate where people can express opinions without feeling ridicule. (29)

Stop affirmative action - it doesn't always produce or provide the opportunity to hire the most qualified applicants - which definitely hurts everyone. (55)

Hire the best qualified applicants!! Regardless of race, etc... (55)

EEOC stinks! It's time to revert back to "merit" employment. Let's hire people that are qualified to teach - forget about quotas and color and gender. Color blindness would work as an employment hiring philosophy provided we do our jobs in helping the next generation of the workforce to understand the uniquenesses of other's cultures/traditions. Let's stop classifying people and creating divergent groups and Blacks vs. whites vs. American Indians vs. Hispanics. (71)

We have hired several minorities in a very small department because they are the best and because I firmly believe that diversity starts with individuals not mandates! (or questionnaires). (85)

Hire most qualified, regardless of ethnicity. (111)

Individualism is great if it isn't at the expense of the majority. The great liberal crusade of separating our society by some label will continue to decrease our effectiveness at every level of that society. It probably won't happen in my employment years, but it must someday (and will) return to a concept that says there are winners and losers. Let's hire - promote - the best no matter their color - sex - just the best. (113)

I challenge the need for making a big issues about it. Just accommodate and hire the best available - let it flow - by making a huge issue, it goes overboard - like LAUSD bussing - it worked in reverse. Hire the best of who applies - then race is not an issue...Just make an awareness to accept the good in all people. (118)

Let's hire the person most qualified for the job. Let's admit and pass students who can do the work required. I feel all the emphasis on diversity potentially splinters the campus more than unites it, especially when special treatment or privileges are involved. I do enjoy learning about other people's cultures (and hope they like learning about mine). I've enjoyed the music and dance programs here for years. (120)

7. Need to diversify faculty/staff/administration.

I think it is imperative that the staff and faculty mirror the community diversity. But, the Santa Clarita Valley is seen as a hostile environment to many minority groups (particularly African Americans). More commitment by faculty is needed for diversity - I think it is very important that more diversity/gender/etc. related courses are offered. One women's studies class is not going to do it! (4)

Hire faculty and staff to improve diversity. (9)

I believe there should be more participation between the diverse groups. It would be nice to have a mentorship program with administrators and underrepresented staff/students for a better understanding of each others needs. It would be great if we as the underrepresented group had an administrator that was also a minority. OR at the very best someone that would be support of us.

Encourage more Flex activities, re: multiculturalism. Hire more minorities. Only by understanding and

working together will staff (all) become more comfortable and make students feel more comfortable. (18)

Education is a plus - but putting a lot of funding into specialized projects is a minus. The issues of discrimination and understanding can be death within the classroom in a low cost - highly effective way if the faculty is trained to address the subject with sensitivity and objectivity. I am very much against hiring someone less qualified to meet a diversity quota, but feel a diverse faculty would help. (20)

Teach people to "do unto others." Applaud those who act this way. Teach people to not pre-judge others. Don't allow people to generalize about groups. I think it's important to allow a place to become diverse on its own, not to force this kind of change. Good to create a place where it can happen on its own. We must hire the best people we can get always for the sake of our students. (41)

Active recruitment of underrepresented faculty staff and administrators for application to available COC positions. Teach diversity - the true uniqueness of other's cultures (traditions. Let's go back to the melting pot philosophy, taking the best from all the ethnic cultures to create a new breed, tolerant breed, of AMERICANS! (71)

8. Diversity is fine at COC.

I'm not sure what to do in all areas, but our student body is already incredibly diverse. It has enriched classroom discussion to have students from Africa, Asia, Middle East, Europe, Latin America. From what I've seen, this "rubbing of shoulders" has increased toleration and appreciation of different cultures. (2)

I think the basis for diversity has been established; give it time to become fully effective. Change does not occur overnight. (25)

COC campus as a whole is well balanced with everyone working together to provide a good, solid education for our students. If it's not broken, why fix it. Sometimes placing too much emphasis on "supposed" weak link throws the whole system out of balance and creates a problem far greater than the "supposed" problem everyone is trying to fix. Knowledge brings about change, rules and regulations brought into play to force change generally create a war zone. (25)

To my knowledge, I believe that COC has done a good job in encouraging diversity on campus by affirmative action hiring procedures and support groups for minority students (EOPS, Mecha, etc.) I believe that the campus represents the minority make-up of the Santa Clarita Valley. (27)

To be candid, I believe an over-emphasis on diversity serves to polarize rather than unify. I do believe that every effort should be made to prevent racial/gender prejudice on campus. I have been at COC for 10 years, dealing directly with students for 6 years and have not encountered any biased behaviors. (27)

I think the climate for diversity is strong at COC - out students represent many different cultures and lifestyles. I don't know what more can be done to improve the climate for diversity - students are mostly wonderful in their attitudes towards each other. (40)

COC already has a diverse population. If members of various groups are treated fairly as individuals, the climate should be fine. If members of minority groups were being treated unfairly based on their race, the college would have heard about it a long time ago. Let's make it a level playing field and encourage underprepared students of all races, creeds, etc. to seek help from the vast array of services already available. (53)

I'm not here (on campus) that much - when I'm here - I have seen nor heard of problems. People appear to accept each other for what they are and are interested in their special customs/skills and experiences. Promoting current environment and encouraging it would keep it going positively. (66)

I don't have a good feel for the COC community per se. I see my department and sense that it is very open to diversity. (119)

9. Miscellaneous.

We need a more friendly community which really impacts upon our ability to hire and retain minorities. I believe we have been unsuccessful over the past five years (5-6 turnovers I've observed). Stop the insanity (hypocrisy) by sending minorities to conferences about their own cultures. Ask what they want? express their ideas - mandated class modules/staff dev. modules for what Affirmative Action is and is not. We're all confused, deliberately misled, knowledgeable or ignorant. (1)

Diversity, sensitivity, etc...are best achieved from the examples of leadership, understanding, and communication from the Administrators. This is where there are real roadblocks to achieving these goals. Administration is a "closed-off" world where meetings take place, committees are formed, issues are discussed - yet, it never reaches out to the other levels of employees. Leaves us feeling "out of the loop." Communication, communication, communication. (13)

With so little money available, I would like to see existing programs been supported more rather than spending money on new ones. (33)

I resent spending so many resources time etc on these questionnaires to the detriment of getting grants directly related to instruction and making the campus barrier free. (85)

This is my first semester working for COC. I was asked to take a deaf student in my English class. It was an extremely positive experience for myself and for my students. We learned how to "listen" to her oral reports and how to applaud a deaf person. I would definitely invite disabled students again. I also enjoyed working with Bruce Pelkey. I was aware of who had special needs, what they were and received suggestions on how to help them. (105)

Section IV: Conclusions and Recommendations

In this section, we will share some ideas about possible "next steps" that might be undertaken in response to the findings.

Consensus was clearly evident in the case of certain proposals for change. More specifically, students, faculty and staff -- regardless of their racial/ethnic identity, gender, sexual orientation, or disability status -- are strongly supportive of the following goals:

- Increase the amount of interaction and communication between people of different racial/ethnic groups.

- Heighten awareness of and understanding of diversity issues by placing greater emphasis on diversity issues in orientation programs for new students, faculty and staff, and by having more art exhibits and music festivals featuring different racial/ethnic groups.

- Substantially strengthen and expand community outreach activities, such as the involvement of College of the Canyons' students in tutoring minority children, and greater use of faculty and staff talent to work on problems of racism and discrimination at the college and in the Santa Clarita Valley.

In reviewing the overall findings from the Faculty/Staff/Administrator Survey, there is one issue that seems to require special attention.

<u>Classified Staff Issues.</u>

One of the important findings of this study is the array of concerns and opinions expressed by classified staff members at College of the Canyons. Even though staff serve as a crucial link between students and faculty, faculty and administrators, and the campus and the outside community, many staff members feel that their opinions are generally ignored.

> "Administration is a "closed-off" world where meetings take place, committees are formed, issues are discussed - yet, it never reaches out to the other levels of employees. Leaves us feeling "out of the loop."
>
> Classified Staff Member

This leads us to recommend that issues of diversity be explored in greater depth among the classified staff.

> "Programs need to be developed to further educate (especially classified staff) to the many racial/ethnic populations we serve. Stereotyping (mostly through ignorance) is a real problem. We need to become more sensitive to communication with other cultures."
>
> Classified Staff Member

With classified staff constituting over 30 percent of the 380 employees, the college is doing a great disservice to itself not to invest greater time and resources in their training and development.

Additional Analyses of Existing Data

In responding to the request of the Student Equity Team, this report has looked at the similarities and differences of responses of students, faculty, staff and administrators to the Campus Climate Surveys. The data analyses barely scratches the surface. There are many different types of secondary analyses that might be undertaken in the coming weeks and months. Here are some promising areas where further analyses could be useful:

- We might look at the experiences of all minority respondents and compare them to the responses of white students and employees. While the analyses of the student data included this component, the faculty/staff administrator data was not analyzed to look for differences/similarities by racial/ethnic subgroups.

- Section IIc reports on the responses to questions about recruiting practices and how the college might increase the diversity of its faculty, classified staff and administrative group. The Personnel Office, Staff Development Coordinator and Affirmative Action Director might want to carry out additional analyses of this data to see if it reveals additional ways in which the college can work to increase the diversity of its employee ranks.

Appendix:

Cover Letter and Campus Climate Survey

College of the Canyons, 26455 Rockwell Canyon Road, Santa Clarita, CA 91355 • (805) 259-7800

Celebrating Twenty-five Years of Opportunity, Growth & Achievement

November 1994

Dear Collegaue:

We would like to ask for your help in a most important project. The Student Equity Team at College of the Canyons is sponsoring a campus-wide study of diversity issues and we would greatly appreciate your help in completing and returning this survey.

While the college can be proud of its diverse campus, we believe that there are many issues related to diversity that we do not fully understand, and that there are many ways in which the campus climate for diversity can be strengthened and improved. To better understand the current climate and to have a basis for formulating future policy, we need to know the experience and viewpoints of all segments of the campus community. This survey will complement the student survey carried out last spring.

Please answer the enclosed questions as honestly and as completely as you can. Responses will be tabulated by the Office of Institutional Development and the final report discussed with the Student Equity Team, composed of students, faculty, staff and community representatives.

This is not just "another survey" that will gather dust on a library shelf. We intend to use the findings as a basis for taking concrete action to improve and strengthen the climate for diversity so that more students achieve academic success. The significance of the findings will depend heavily on getting a high rate of participation. This means that we need your response.

Thank you for participating in this important project.

Sincerely,

Dianne G. Van Hook, Ed.D.
Superintendent-President
Co-Chair
Student Equity Team

Michael Dermody, M.A.
President, Academic Senate
Co-Chair
Student Equity Team

Enclosures

SANTA CLARITA COMMUNITY COLLEGE DISTRICT

Superintendent-President: Dr. Dianne G. Van Hook • 25th Anniversary Honorary Chairman: George Pederson, Mayor, City of Santa Clarita
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College of the Canyons'
Campus Climate Survey
Faculty/Staff/Administrator Survey

Dear Colleague:

Please complete the questionnaire and return it in the enclosed envelope. To guarantee your confidentiality, we are not putting any identifying numbers on the survey.

Many thanks for participating in this important study.

Sincerely,

Nancy J. Mattice
Assistant Dean of Institutional Development

While we are aware of the fact that California is rapidly approaching a time when there will no longer be any single racial/ethnic group that constitutes a "majority" of the population, for simplicity in this survey we will use the term "minority" to refer collectively to persons who are either African American, Native American, Asian/Pacific Islander, or Chicano/Latino. The term "underrepresented groups" will be used to refer to persons at COC who are either African American, Native American, Chicano/Latino, or Pilipino/Filipino.

The term "diversity" will be used to refer to the variations in racial/ethnic background, gender, sexual orientation, nationality, language, religion, and disabled status that one finds in a community like COC.

Instructions: Please answer each item by circling a number (e.g. (1)) or writing in the requested answer.

Work Information:

1. I am primarily: (circle one)

Teaching Faculty 1
Non-teaching Faculty 2
Classified Staff 3
Adult Hourly 4
Administrator 5
Other 6
(Please specify: _____)

2. I work:

Full-time 1
Part-time 2

3. Number of years worked at COC:

[ ][ ]

Background Information:

4. With which racial/ethnic group do you identify?

White/Caucasian, including Middle Eastern 1
Asian 2
Pacific Islander 3
Native American 4
African American/Black 5
Latino/Hispanic 6
Other Non-white 7

5. Your sex?

Female 1
Male 2

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Background Information (continued):

6. Are you a person with a disability?
(Note: "An individual with a handicap(s) is anyone with a physical or mental impairment that substantially impairs or restricts one or more major life activities, such as caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working." Ref: Section 504 of the 1973 Federal Rehabilitation Act.)

No 1
Yes. (Please circle the most appropriate category)
- Hearing impaired or deaf 2
- Visual impairment or blind 3
- Mobility impairment 4
- Speech disorder 5
- Learning disability 6
- Other 7
  (Please specify: _____)

7. Age: ☐☐

8. Citizenship status: (Circle one.)
U.S. Citizen 1
U.S. Permanent Resident 2
Foreign (Temporary) 3
Other 4

9. Please circle the appropriate item.
English is the only language I speak 1
English is my primary language, but I speak one or more other languages 2
English is not my primary language 3

10. What is your marital status?
Married or marriage-like relationship 1
Not married (i.e., single, divorced, separated, widowed) 2

11. What is your sexual orientation?
Heterosexual 1
Gay/Lesbian 2
Bisexual 3

Participation in Diversity Activities:

12. In the past year, have you participated in any organized activity (conference, workshop, etc.) designed to promote sensitivity toward issues of diversity at COC? (Circle one).

No 1
Yes, and it was/they were:
- Mostly beneficial 2
- Somewhat beneficial 3
- Not beneficial 4

Attitudes:

13. Indicate the extent to which you agree or disagree with the following statements: (Please circle one for each item.)

	Agree Strongly	Agree Somewhat	Disagree Somewhat	Disagree Strongly
Diversity is good for COC and should be actively promoted by students, staff, faculty and administrators	4	3	2	1
COC is placing too much emphasis on achieving diversity	4	3	2	1
One problem with pursuing the goal of diversity is the admission of too many underprepared students	4	3	2	1
Emphasizing diversity leads to campus disunity/segregation	4	3	2	1
Affirmative action leads to the hiring of less qualified faculty and staff	4	3	2	1
The current emphasis on Western Civilization and culture in the curriculum at COC should not be diluted by adding other perspectives	4	3	2	1

Attitudes (continued):

	Agree Strongly	Agree Somewhat	Disagree Somewhat	Disagree Strongly
The COC administration *should be* genuinely committed to promoting respect for and understanding of group differences at COC	4	3	2	1
The COC administration *is* genuinely committed to promoting respect for and understanding of group differences at COC	4	3	2	1
The COC faculty *should be* genuinely committed to promoting respect for and understanding of group differences at COC	4	3	2	1
The COC faculty *are* genuinely committed to promoting respect for and understanding of group differences at COC	4	3	2	1
The COC staff *should be* genuinely committed to promoting respect for and understanding of group differences at COC	4	3	2	1
The COC staff *are* genuinely committed to promoting respect for and understanding of group differences at COC	4	3	2	1
The percentage of minority faculty and staff should reflect the percentage of minority students at COC	4	3	2	1
In order to "fit in" at COC, I often feel I need to change some of my personal characteristics (e.g., language, dress)	4	3	2	1
The COC student body adequately reflects the cultural diversity of the Santa Clarita Valley	4	3	2	1
COC has achieved a positive climate for diversity	4	3	2	1

Increasing Diversity:

14. To what extent do you feel that each of the following is an obstacle to increasing diversity in <u>your department</u>? (Circle one).

	A Major Obstacle	A Minor Obstacle	Not an obstacle
Scarcity of qualified:			
Racial/ethnic minorities	3	2	1
Women	3	2	1
People with disabilities	3	2	1
Gays and lesbians	3	2	1
Insufficient interest in my department in finding/recruiting:			
Racial/ethnic minorities	3	2	1
Women	3	2	1
People with disabilities	3	2	1
Gays and lesbians	3	2	1

15. Indicate the extent to which you agree or disagree with the following statements by circling the appropriate number:

	Agree Strongly	Agree somewhat	Disagree Somewhat	Disagree Strongly	Don't Know
In its searches for new employees in the last 5 years or so, my department has made an honest effort to find qualified:					
Racial/ethnic minorities	5	4	3	2	1
Women	5	4	3	2	1
People with disabilities	5	4	3	2	1
Gays and lesbians	5	4	3	2	1

Increasing Diversity (continued):

	Agree Strongly	Agree somewhat	Disagree Somewhat	Disagree Strongly	Don't Know
For future employee searches, my department plans to make an effort to find qualified:					
Racial/ethnic minorities	5	4	3	2	1
Women	5	4	3	2	1
People with disabilities	5	4	3	2	1
Gays and lesbians	5	4	3	2	1
The Division Chairs should take a more active role than they do now in furthering the recruitment, hiring, and retention of:					
Racial/ethnic minorities	5	4	3	2	1
Women	5	4	3	2	1
People with disabilities	5	4	3	2	1
Gays and lesbians	5	4	3	2	1

16. Please indicate how much you feel *is* being done by COC to provide the following: (please circle one for each item.)

	Agree Strongly	Agree Somewhat	Disagree Somewhat	Disagree Strongly
Special funds/efforts for the recruitment of:				
Racial/ethnic minority faculty/staff	4	3	2	1
Women faculty/staff	4	3	2	1
Faculty/staff with disabilities	4	3	2	1
Gay and lesbian faculty/staff	4	3	2	1
Competitive compensation packages for minority faculty and staff who are in demand	4	3	2	1
Mentorship opportunities between:				
Junior faculty and senior faculty	4	3	2	1
Junior staff and senior staff	4	3	2	1
Staff development funds and activities for retention of:				
Racial/ethnic minority faculty/staff	4	3	2	1
Women faculty/staff	4	3	2	1
Faculty/staff with disabilities	4	3	2	1
Gay and lesbian faculty/staff	4	3	2	1
Special funds or release time to enhance participation of the following faculty/staff groups in professional development:				
Racial/ethnic minorities	4	3	2	1
Women	4	3	2	1
Disabled	4	3	2	1
Gays and lesbians	4	3	2	1
Encouragement of minority employee participation in *mainstream* professional activities, both within and outside the institution	4	3	2	1
Encouragement of minority employee participation in *minority-specific* professional activities, both within and outside the institution	4	3	2	1

Experiences at COC:

17. Indicate how frequently each of the following statements apply to your experiences at COC. (Please circle one for each item.)

	Frequently	Occasionally	Seldom	Never
Been treated rudely by COC:				
Faculty	4	3	2	1
Staff	4	3	2	1
Administrators	4	3	2	1
Students	4	3	2	1
Been discriminated against by:				
Faculty	4	3	2	1
Staff	4	3	2	1
Administrators	4	3	2	1
Students	4	3	2	1

Experiences at COC (continued):

	Frequently	Occasionally	Seldom	Never
Been discriminated against because of my:				
Race/ethnicity	4	3	2	1
Gender	4	3	2	1
Sexual orientation	4	3	2	1
Disability	4	3	2	1
Religion	4	3	2	1
Age	4	3	2	1
Have felt pressure from members of my own racial/ethnic group not to socialize with or date members of other racial/ethnic groups:	4	3	2	1
Have felt ostracized by my own racial/ethnic group because I chose not to participate in activities related to my own group	4	3	2	1
Been harassed because of my:				
Race/ethnicity	4	3	2	1
Gender	4	3	2	1
Disability	4	3	2	1
Sexual orientation	4	3	2	1
Religion	4	3	2	1
Age	4	3	2	1
Seen racist, anti-gay/lesbian, or sexist graffiti in COC facilities (i.e., bathroom walls, buildings)	4	3	2	1
Heard insensitive or disparaging comments about racial/ethnic minorities by:				
Faculty	4	3	2	1
Staff	4	3	2	1
Administrators	4	3	2	1
Students	4	3	2	1
Heard insensitive or disparaging comments about women by:				
Faculty	4	3	2	1
Staff	4	3	2	1
Administrators	4	3	2	1
Students	4	3	2	1

	Frequently	Occasionally	Seldom	Never
Heard insensitive or disparaging comments about people with disabilities by:				
Faculty	4	3	2	1
Staff	4	3	2	1
Administrators	4	3	2	1
Students	4	3	2	1
Heard insensitive or disparaging comments about gays and lesbians by:				
Faculty	4	3	2	1
Staff	4	3	2	1
Administrators	4	3	2	1
Students	4	3	2	1
Been present at COC-affiliated events where the following groups were portrayed in a *positive* manner:				
Racial/ethnic minorities	4	3	2	1
Women	4	3	2	1
People with disabilities	4	3	2	1
Gays and lesbians	4	3	2	1
Whites/caucasians	4	3	2	1
Been present at COC-affiliated events where the following groups were portrayed in a *derogatory* manner:				
Racial/ethnic minorities	4	3	2	1
Women	4	3	2	1
People with disabilities	4	3	2	1
Gays and lesbians	4	3	2	1
Whites/caucasians	4	3	2	1
Seen/read material in student publications which is offensive to:				
Racial/ethnic minorities	4	3	2	1
Women	4	3	2	1
People with disabilities	4	3	2	1
Gays and lesbians	4	3	2	1
Whites/caucasians	4	3	2	1

Experiences at COC:

	Frequently	Occasionally	Seldom	Never
Seen/read material in student publications which increased my understanding of:				
Racial/ethnic minorities	4	3	2	1
Women	4	3	2	1
People with disabilities	4	3	2	1
Gays and lesbians	4	3	2	1
Whites/caucasians	4	3	2	1

	Frequently	Occasionally	Seldom	Never
Had a discussion about race/ ethnicity with someone from another racial/ethnic group which affected me in a:				
Negative matter	4	3	2	1
Positive manner	4	3	2	1
No effect	4	3	2	1
Had a discussion about sexism with a person of the opposite gender which affected me in a:				
Negative matter	4	3	2	1
Positive manner	4	3	2	1
No effect	4	3	2	1

Possible Solutions:

18. In your opinion, how would each of the following affect the climate for diversity at COC?

	Improve Considerably	Improve Somewhat	No Change	Worsen Somewhat	Worsen Considerably
Promote more programs that recognize distinctive cultural heritages or diverse lifestyles (e.g., Black History month, Gay/ Lesbian Awareness week)	5	4	3	2	1
Provide more awareness/ sensitivity workshops or programs to help faculty and staff become more aware of the needs of:					
Racial/ethnic minorities	5	4	3	2	1
Women	5	4	3	2	1
People with disabilities	5	4	3	2	1
Gays and lesbians	5	4	3	2	1
To diversify the staff and faculty, recruit and hire COC's own:					
Minority graduates	5	4	3	2	1
Women graduates	5	4	3	2	1
Gay & lesbian graduates	5	4	3	2	1
Grads with disabilities	5	4	3	2	1

	Improve Considerably	Improve Somewhat	No Change	Worsen Somewhat	Worsen Considerably
Include service that enhances the COC climate for diversity as one of the criteria for staff and faculty evaluation	5	4	3	2	1
Provide more growth and development opportunities to train more members of the following groups for management positions:					
Racial/ethnic minorities	5	4	3	2	1
Women	5	4	3	2	1
People with disabilities	5	4	3	2	1
Gays and lesbians	5	4	3	2	1
Encourage COC faculty to incorporate research and perspectives on:					
Racial/ethnic minorities	5	4	3	2	1
Women	5	4	3	2	1
People with disabilities	5	4	3	2	1
Gays and lesbians	5	4	3	2	1

Possible Solutions (continued):

	Improve Considerably	Improve Somewhat	No Change	Worsen Somewhat	Worsen Considerably
Require all COC students to take at least one general education course that focuses on issues, research and perspectives on:					
Racial/ethnic minorities	5	4	3	2	1
Women	5	4	3	2	1
People with disabilities	5	4	3	2	1
Gays and lesbians	5	4	3	2	1
Have more regular meetings between COC administrators and faculty and representatives of student racial/ethnic groups	5	4	3	2	1
Have minority students counseled only by members of their own group	5	4	3	2	1
Have more events on-campus that bring together members of:					
Different racial/ethnic groups	5	4	3	2	1
Different sexual orientations	5	4	3	2	1
Disabled and non-disabled people	5	4	3	2	1
Hire more of the following groups for administrative posts:					
Racial/ethnic minorities	5	4	3	2	1
Women	5	4	3	2	1
People with disabilities	5	4	3	2	1
Gays and lesbians	5	4	3	2	1
Provide more funding for COC-affiliated:					
Racial/ethnic minority organizations	5	4	3	2	1
Women's organizations	5	4	3	2	1
Disability organizations	5	4	3	2	1
Gay/lesbian organizations	5	4	3	2	1

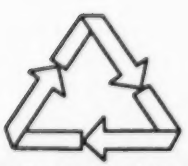
	Improve Considerably	Improve Somewhat	No Change	Worsen Somewhat	Worsen Considerably
Create more special programs or services for:					
Racial/ethnic minorities	5	4	3	2	1
Women	5	4	3	2	1
People with disabilities	5	4	3	2	1
Gays and lesbians	5	4	3	2	1
Involve more COC students in providing tutoring for minority children	5	4	3	2	1
Have more art exhibits or music festivals featuring different racial/ethnic groups	5	4	3	2	1
Bring more distinguished racial/ethnic minority educators to campus	5	4	3	2	1
Dedicate more of COC's faculty and staff talent to working on problems of racism/discrimination at COC and throughout the Santa Clarita Valley	5	4	3	2	1
Provide more financial incentives to recruit underrepresented:					
Faculty	5	4	3	2	1
Staff	5	4	3	2	1
Administrators	5	4	3	2	1
Include more issues of diversity in:					
Student orientation	5	4	3	2	1
Staff orientation	5	4	3	2	1
Faculty orientation	5	4	3	2	1

Open-ended Questions:

19. What do you think can be done at COC to strengthen and improve the climate for diversity?

20. Do you have any other views or ideas about the issue of diversity that you would like to share with us?

Thank you for completing the Campus Climate Survey. **Please return to Dr. Nancy Mattice,** Office of Institutional Development, **by December 9, 1994.**



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